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ABSTRACT

The Iowa State Board of Public Instruction recognizes its duty to aid in the provision of multicultural education stated in these guidelines. The purpose of the guidelines is to provide guidance and assistance to local school districts in the development and implementation of multicultural education programs. The board urges the cooperation of all school boards in the state in the implementation of these guidelines by following the procedures and standards set forth. The administrative principles specified in this document reflect the concern shown by the Iowa State Legislature and the Iowa State Board of Public Instruction that the curriculum in Iowa schools reflect the cultural diversity of the nation. Iowa legislators have also shown concern for the role that schools play in the socialization of children, including the way students view themselves and those around them. This concern is manifested by five statements in the Iowa code. (Author/JM)

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UD 016 195

# Multi-cultural, Non-sexist Curriculum Guidelines For Iowa Schools

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STATE OF IOWA
DEPARTMENT OF PUBLIC INSTRUCTION
GRIMES STATE OFFICE BUILDING
DES MOINES, IOWA 50319

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## FOREWARD

The Iowa State Legislature and the Iowa State Board of Public Instruction have shown concern that the curriculum in Iowa schools reflect the cultural diversity in our nation. Given the multi-cultural nature of the United States and the increased mobility of our people, it is important that all children be prepared for living and working in integrated environments.

A the same time, if we as educators are to help students achieve the maximum development of their individual talents and achieve personal self-fulfillment, it is important that we create an awareness of the various career roles and life styles open to both men and women in our society. It is important that our instructional materials, curriculum content, and teaching patterns in no way condition girls or boys for stereotyped roles or careers on the basis of sex or race.

The Office of the State Superintendent of Public Instruction and the Department of Public Instruction join the State Board in soliciting your cooperation in carrying out the provisions set forth in these "Guidelines."

Robert D. Benton, Ed.D.
State Superintendent of Public Instruction

## IOWA CODE

Iowa Legislators have shown concern that the curriculum in the State's schools reflect the diversity found in this state and in the nation. They have also shown concern for the role that schools play in the socialization of children, including the way students view themselves and those around them. This concern is manifested by the following statements in the Iowa Code:

**257.25 (1) If a school offers a pre-kindergarten program, the program shall be designed to help children to work and play with others, to express themselves, to learn to use and manage their bodies, and to extend their interests and understanding of the world about them. The pre-kindergarten program shall relate the role of the family to the child's developing sense of self and his perception of others;**

**257.25 (2) If a school offers a kindergarten program, the program shall include experiences designed to develop healthy emotional and social habits and growth in the language arts and communication skills, as well as a capacity for the completion of individual tasks, and protection and development of physical being;**

**257.25 (3) The following areas shall be taught in grades one through six: Social Studies, including geography, the history of the United States and Iowa shall be taught with attention given to the role in history played by all persons, and a positive effort shall be made to reflect the achievements of women, minorities, and any others, who in the past may have been overlooked by reason of race, religion, physical disability, or ethnic background;**

**257.25 (4) The following shall be taught in grades seven and eight . . .: Social Studies shall be taught with attention given to the role in history played by all persons, and a positive effort shall be made to reflect the achievements of women, minority groups and any others who, in the past may have been ignored or overlooked by reason of race, sex, religion, physical disability, or ethnic background;**

**257.25 (5B) In grades nine through twelve all students shall be required to take one unit of American History which shall give attention to the role in history played by all persons, and a positive effort shall be made to reflect the achievements of women, minority groups, and any others who may have been ignored or overlooked by reason of race, sex, religion, physical disability, or ethnic background.**

**280 (5) The board of directors of a public school district shall not allow discrimination in any educational program on the basis of race, color, creed, sex, marital status or place of national origin."**

## POLICY STATEMENTS OF THE IOWA STATE BOARD OF PUBLIC INSTRUCTION

The Iowa State Board of Public Instruction has consistently shown concern that all students in Iowa regardless of race, ethnic origin, religion, sex or geographic location, be exposed either directly or indirectly to the rich cultural diversity of the population of Iowa and the nation. It is hoped that such exposure, whether it is achieved directly, through meaningful personal communication, or indirectly, through the curriculum of the schools, will result in a greater appreciation of the diversity in our society as well as the recognition of diversity as a major strength and cornerstone upon which our country was built . . . The following policy was adopted with the above concerns and goals in mind:

**"(1) That every school district implement at all grade levels (K-12), suitable curricular content dealing with the contributions and culture of minority groups. The goal of this curriculum should be to help students acquire a realistic basis for understanding the culture and life styles of people of different races, ethnic groups, and socio-economic status; and**

**(2) That the Iowa State Department of Public Instruction, in cooperation with local educational agencies, should foster in all subject areas curriculum changes, implementation of teaching practices, and utilization of instructional materials which provide for all children a basis for understanding the contributions of racial and ethnic minority groups."**

## RATIONALE

Issues in human relations and issues concerning social value judgements have become inescapable in the present day classroom. For thousands of Iowa teachers already teaching in multi-cultural classrooms, dealing with intergroup relations is no longer a matter of teaching preference. Instead, the achievement of better human relations through education is a necessity which is vital to our national welfare and to the complete development of human beings.

Given recent federal legislation mandating equal educational opportunities for women and the high degree of mobility of present day American society, it now becomes particularly pertinent that all schools, including those located in rural Iowa communities, prepare students to live and function in a multi-cultural, non-sexist society. All students must be offered the opportunity to know their cultural heritage and appreciate its uniqueness through multi-cultural education. Similarly, as well as learning about the history and achievements of their own group's culture, students must be offered the perspective that comes with learning about other ethnic groups and other races.

One of the most commonly stated goals of education is to achieve maximum development and utilization of individual abilities, while at the same time achieving personal self-fulfillment and satisfaction. In order to achieve this goal, it is necessary that all students be made aware of the various roles and life styles open to both women and men. The curriculum should in no way condition boys, girls, or cultural groups for stereotyped roles or careers.

The Iowa State Board of Public Instruction recognizes its duty to aid in the provision of multi-cultural education in these guidelines. The purpose of the guidelines is to provide guidance and assistance to local school districts in the development and implementation of multi-cultural education programs. The Board urges the cooperation of all school boards in the state in the implementation of these guidelines by following the procedures and standards set forth herein.

## DEFINITIONS

For the purpose of these guidelines the following definitions apply:

1. "Board of Directors" means the identifiable authority which governs and exercises functions necessary for the effective operation of public and non-public schools at the local level.

2. "Instructional Materials and Resources" are textbooks, library books, periodicals, pamphlets, programmed materials, tape and disc recordings, art prints, pictures, and study prints, films, film strips, slides, transparencies, human resources; in other words, materials or resources, in any format, used in any manner which influences the pupil's learning and the teacher's teaching.

3. "Culture" is the way of life of a people; the shared learned behavior of the members of society.

4. "Cultural Pluralism" is a system which provides for the inclusiveness and diversity of women and all groups, racial, ethnic, socio-economic, and religious and which rejects divisiveness and the exclusion of any group(s) and/or individual(s).

5. "Cultural Values" are shared assumptions (largely unconscious) of what is right, good, or important.

6. "Attitudes" are an affective evaluative reaction, a drive producing a response which gives rise to overt behavior.

7. "Intergroup Relations" are the ways in which people relate to one another as members of groups.

8. "Human Relations" are the ways in which individuals relate to one another.

9. "Multi-Ethnic/Cultural Education" is the educational process that fosters the understanding and appreciation of the diverse cultural and ethnic heritages unique to a pluralistic society. This educational process should place emphasis on Spanish-Speaking Americans, Black Americans, Native Americans, Asian Americans and women.

10. "Non-Sexist Education" is the educational process in a school district or schools therein, from early childhood through adult education, by which all persons gain knowledge of, respect and appreciation for, the historical and contemporary contributions of women, as well as men, to present civilization. This educational process reflects the wide variety of roles and life styles open to women in today's society and conditions neither boys nor girls for stereotyped masculine-feminine career roles or life styles.

11. "Curriculum" is all activity for which the school is responsible.

12. "Minority Group" is a category of persons who share a common culture, who differ in an identifiable way (usually skin color) from the majority and who have been denied full recognition and full participation in the society of the United States.

13. "Ethnic Group" is a category of persons who support a set of values, beliefs and symbols

common to a particular national heritage but who also share the broader set of values, beliefs and symbols that characterize the culture of the United States.

14. "Cultural Group" is a category of persons who share common experiences because of age, sex, ethnicity, socio-economic, and minority group status.

15. "Conflict" is a social process in which individuals or groups intentionally or unintentionally coerce, oppose, harm or resist the will of another individual, group, or groups.

16. "Tension" is a state of latent hostility or opposition between individuals or groups.

17. "Behavior" is the manner in which one reacts or functions.

18. "Minority Studies Course" is a course which studies the culture and history of a minority group or of several minority groups and which emphasizes the contribution of such group(s) to American society along with the historical and contemporary forces which were, and are, operating to the disadvantage or advantage of such groups.

19. "Women's Studies" is a course which studies the history and contributions of women to American society along with the historical and contemporary forces which were, and are, operating to the disadvantage or advantage of women.

20. "Bilingual-Bicultural Education Program" is a program in which two languages, one of which is English, are used as mediums of instruction and which emphasize activities designed to impart to students a knowledge of the history and culture associated with these languages.

21. "Transitional Bilingual Education Program" is a program in which two languages, one of which is English, are used as a mediums of instruction and which emphasize improving English speaking skills so that the student may be assimilated into the regular mono-lingual English medium programs.

22. "Students with Limited English-Speaking Fluency" Are students who come from home environments where a language other than English is commonly spoken.

23. "English-Speaking Student" is a student who comes from a home environment where English is the dominant language and where another language would be used infrequently.

24. "Special Education" means instruction in a classroom, home, hospital, or other institution designed to meet the needs of persons under twenty-one years of age, including children under five years of age, who are handicapped in obtaining an education because of physical, mental, emotional, communication and learning disabilities or who are chronically disruptive, as defined by the rules of the State Department of Public Instruction.

25. "Contact Activities" mean boxing, wrestling, ice hockey, football, rugby, basketball, and other sports, the purpose or major activity of which involves bodily contact.

26. "Social Studies and History" mean curriculum offerings in one or more of the following areas: government, economics, sociology, psychology, geography, current events, anthropology, and social issues.

## 1.0 MULTI-CULTURAL, NON-SEXIST CURRICULUM POLICIES, PLANS, AND REPORTS

**1.1** The State Board of Public Instruction recommends that local boards of directors adopt a multi-cultural, non-sexist policy statement and proceed to develop and implement an educational plan based upon that policy statement. The plans should provide for instructional materials, teaching strategies and curriculum content in all subject areas, based upon the criteria outlined in these guidelines. The plan should include goals, priorities, activities, and target dates for grade levels pre-kindergarten through twelve (12) based upon an appropriate needs assessment instrument.

**1.2** Boards of directors are requested to submit a written progress report to the State Superintendent by December 1, 1976, which includes the policy statement adopted by the local board, the written plan being implemented, the stage of implementation reached, a list of the members of the advisory committee established and a description of related in-service training provided.

**COMMENT: THE LOCAL SCHOOL BOARD IS THE OFFICIAL POLICY MAKING BODY IN A SCHOOL DISTRICT. MEMBERS OF THE BOARD ARE OFTEN INFLUENTIAL COMMUNITY LEADERS. THE LEADERSHIP AND SUPPORT OF THE BOARD IS NECESSARY IF FUNDAMENTAL CHANGE IN THE EDUCATIONAL PROCESS IS TO BE ACHIEVED. REPORTS TO THE STATE SUPERINTENDENT WILL ALLOW THE DEPARTMENT OF PUBLIC INSTRUCTION TO MONITOR THE EXTENT OF MULTI-CULTURAL CURRICULUM EFFORTS IN IOWA.**

## 2.0 MULTI-ETHNIC, NON-SEXIST ADVISORY COMMITTEE

**2.1** Boards of directors should appoint an advisory committee to advise the board, the administration and the staff on a continuing basis during the development, implementation, and evaluation of the multi-ethnic, non-sexist education plan. The advisory committee should be composed of equal numbers of men and women, no less than one representative of each minority group significantly represented in the district's population and a representative community cross-section including board members, administrators, teachers, students, parents, and lay public. In districts where no minority group population exists, it is recommended that minority group resource persons be utilized when possible.

**2.2** The advisory committee should report no less than semi-annually to the local board of directors. Such a report should include but not be limited to:

a. Recognition and reduction of ethnic, racial, and sexist stereotyping and bias in instructional materials.

b. Inservice for professional staff in human relation and implementation of multi-ethnic, non-sexist curriculum programs.

c. Intercultural experiences for students.

d. Integration of content on minority groups, women, ethnic groups, and intergroup relations into the curriculum.

e. Use of regional resource people in the area of minority studies, ethnic studies, and women's studies.

f. Development of a collection of multi-ethnic, non-sexist resource materials for the staff and the students.

**COMMENT: THE TREND IN EDUCATION TODAY IS TOWARD GREATER COMMUNITY INVOLVEMENT IN THE DECISION MAKING PROCESS. THE ADVISORY COMMITTEE PROVIDES THIS INVOLVEMENT AND ALSO PROVIDES FOR INPUT FROM WOMEN AND MINORITY GROUPS; TWO GROUPS WHICH ARE UNDER-REPRESENTED IN SCHOOL ADMINISTRATIVE STAFFS. IT IS UNDERSTOOD THAT SOME IOWA SCHOOL DISTRICTS WHERE NO MINORITY GROUP MEMBERS RESIDE MAY BE UNABLE TO OBTAIN THE SERVICES OF A MINORITY RESOURCE PERSON.**

## 3.0 ADOPTION OF INSTRUCTIONAL MATERIALS

**3.1** Instructional materials adopted by boards of directors should be designed to foster respect for minority groups, women, and ethnic groups and shall represent realistically our pluralistic society, along with the roles and life styles open to both men and women in today's world. Materials should be designed to help students gain an awareness and understanding of the many important contributions made to our civilization by minority groups, ethnic groups, and women.

**3.2** Instructional materials and resources adopted for history and social studies should clarify the multiple historical and contemporary forces with their economic, political, and religious dimensions which have operated to the disadvantage or advantage of women, minority groups, and ethnic groups. These materials and resources should present and analyze intergroup tension and conflict objectively, placing emphasis upon resolving social and economic problems.

**3.3** Instructional materials and resources adopted for history and social studies should be designed to motivate students and staff to examine their own attitudes and behaviors and to comprehend their own duties, responsibilities, rights and privileges as participating citizens in a pluralistic, non-sexist, society.

**COMMENT: IT IS NOT INTENDED THAT SCHOOL DISTRICTS DISCARD MATERIALS THEY PRESENTLY UTILIZE IF THEY DO NOT MEET THE CRITERIA ESTABLISHED IN THESE GUIDELINES. IT IS INTENDED THAT SCHOOL DISTRICTS USE THESE CRITERIA WHEN ADOPTING NEW MATERIALS IN THE FUTURE. IT IS ALSO IMPORTANT THAT TEACHERS RECOGNIZE THE BIAS PRESENT IN SOME MATERIALS SO THAT THEY CAN POINT IT OUT TO THEIR STUDENTS.**

## 4.0 CURRICULUM CONTENT

**4.1** Curriculum in Iowa schools should be multi-racial, multi-ethnic, and non-sexist. Its aim should be to reduce and eliminate stereotyping and bias on the basis of sex, race, or ethnicity.

**4.2** History curriculum content, pre-kindergarten through twelve (12), should include information on the contributions of minority groups, ethnic groups, and women to Iowa, to the nation, and to the world. The multiple historical forces with their socio-economic, political, and religious dimensions which have worked to the disadvantage or advantage of women, minority groups, and ethnic groups should be

explored. The curriculum should analyze historical intergroup tension and conflict in the United States from a culturally pluralistic point of view.

4.3 Social Studies curriculum, pre-kindergarten through twelve (12), should point out the multiple contemporary forces with their socio-economic, political, and religious dimensions which are currently operating to the disadvantage or advantage of ethnic groups, women, and minority groups both nationally and internationally. The curriculum should analyze intergroup tension and conflict objectively and focus upon solving social and economic problems. Emphasis should be on motivating students and staff to examine their own attitudes and behaviors and to comprehend their own duties, responsibilities, rights and privileges as citizens of a pluralistic, non-sexist society.

4.4 It is further recommended that secondary schools offer elective courses in women's studies and ethnic studies with emphasis on Native Americans, Spanish-Speaking Americans, Asian Americans, and Afro-Americans and women. Such courses might also deal with the basic concepts of human and intergroup relations.

**COMMENT: EMPHASIS IS PLACED ON WOMEN AND THESE FOUR GROUPS THROUGHOUT THE GUIDELINES. THESE GROUPS' ARE MORE READILY IDENTIFIABLE AND THEREFORE HAVE BEEN MORE SUSCEPTIBLE TO PREJUDICE, DISCRIMINATION, AND EXCLUSIONARY PRACTICES. THIS IS IN NO WAY MEANT TO INFER THAT OTHER ETHNIC GROUPS MAY NOT BE THE VICTIMS OF DISCRIMINATION. IN ADDITION TO MINORITY GROUPS AND WOMEN, A SCHOOL DISTRICT MAY CHOOSE TO INCLUDE MATERIALS AND CONTENT ON OTHER ETHNIC GROUP(S) COMMON TO THE COMMUNITY.**

4.5 Language arts, music, and art curricula should include the works of minority groups, women, and ethnic groups. These works should be presented in such a way as to foster intergroup appreciation and understanding.

4.6 Science, mathematics, and business related curricula should include the contributions of, and examples familiar to, women, minority groups, and ethnic groups. Where segregation exists in classroom enrollments on the basis of sex or race, positive efforts should be made to eliminate this segregation, regardless of its cause.

4.7 Domestic arts, industrial arts, health and physical education curricula should not be sex stereotyped. With the exception of sex education and contact activities in physical education there should be no segregation on the basis of sex. Where such segregation exists, positive efforts should be made to eliminate it, regardless of its cause. The contributions of, and examples familiar to women, minority groups, and ethnic groups should be utilized.

## 5.0 BILINGUAL-BICULTURAL EDUCATION PROGRAMS

5.1 The State Board of Public Instruction recognizes that:

a. There are significant numbers of children in Iowa with limited English-speaking fluency.

b. Most of these children have a cultural heritage which differs from that of an English-speaking person.

c. The primary means by which a child learns is through the use of such child's language and cultural heritage.

d. Significant numbers of children with limited English-speaking fluency have needs that can be met by the use of bilingual educational methods.

e. In addition, children with limited English-speaking fluency benefit through the fullest utilization of multiple language and cultural resources.

It is recommended that local school districts, administering attendance centers with children of limited English-speaking fluency, develop and implement continuing bilingual-bicultural education programs and transitional bilingual educational programs in accordance with the following guidelines:

**5.2** In a district where there are twenty (20) or more students with limited English-speaking fluency, a continuing bilingual-bicultural educational program should be provided by the district.

**5.3** In a district where there are students with limited English-speaking fluency and the number of such students is less than twenty (20), a transitional program should be provided by the district for those students.

**5.4** A student removed from the regular classroom should spend at least 20%, and not more than 50%, of his/her total classroom time in the bilingual program.

**5.5** Students enrolled in a program of bilingual-bicultural education and transitional bilingual education should be placed in classes with students of approximately the same age and be provided with instruction which is appropriate for his or her level of educational attainment.

**5.6** It is recommended that, whenever possible, English-speaking children should be included in bilingual programs on a voluntary basis.

**5.7** The bilingual-bicultural program should be developed in consultation with parents of children with limited English-speaking fluency, community resource people, consultants, teachers, and where applicable, secondary students.

## 6.0 SPECIAL EDUCATION PROGRAMS

**6.1** Local district boards of directors should initiate a review of their policies for assigning students to, and evaluating special education programs, when:

a. The percentage of minority students in the specific program exceeds the percentage of minority students district wide by 15% or more.

b. No minority students are enrolled in specific programs in districts where the minority enrollment is 5% or greater.

**6.2** Such a review should include:

a. Teacher referral practices.

b. Testing practices.

c. Interpretation of tests.

d. Counseling practices.

e. Re-examination patterns.

f. Nature of tests utilized.

g. Intercultural awareness of the examiner.

**6.3** If the conditions described in 6.1 are existent one (1) year after such a review is made, the local district will be asked to submit a written report which explains why the condition still exists.

## 7.0 GUIDANCE AND COUNSELING

**7.1** Guidance counselors and other school personnel should be encouraged to utilize those materials and resources which will present to the students a broad spectrum of educational and career opportunities. Sex, race, ethnicity, religion, or socio-economic status should not be considered as limiting factors in educational, career, and personal counseling.

**7.2** Career information materials, used to recruit students for employment, further education, job training, should portray racial minorities and both sexes as well as majority group members.

**7.3** Educational and career information should place emphasis on opportunities, interests, skills and abilities of individual students and should not make generalized assumptions about students based on their race, sex, ethnicity, religion, or socio-economic status.

**7.4** Guidance and counseling services should provide those personal and inter-personal experiences that will promote positive self-image and positive inter-group relations.

**7.5** Guidance and counseling services should assess individual student abilities by using a variety of indicators. Such assessments should not rely solely on grades or test scores. When assessment instruments are selected, adjustments should be made, where necessary, to account for socio-cultural and linguistic background.

**7.6** The scope of guidance and counseling services should be considered the responsibility of the entire staff and, therefore, the guidance departments should communicate with the entire staff in those areas which will foster the goals of education in a pluralistic society.

**7.7** Guidance and counseling services should foster positive home/school relationships and contacts between parents and personnel, regardless of the race or socio-economic status of the student.

**7.8** When hiring, promoting, or assigning personnel within a school system, school authorities should consider that adults serve as role models for students. Therefore, authorities should, whenever possible, utilize adults in a variety of jobs and activities to demonstrate that they can be performed by any person, regardless of race, creed, socio-economic status, national origin or sex.

**State**
**Multi-Cultural, Non-Sexist Curriculum**
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